



## SEPTEMBER ACTIVITIES

The following activity was taken from the Scholastic Inc., educational curriculum for Team Nutrition “Food Works,” for Grades 3-5. To order a complete set of materials for this and other grade levels, call 1-800-SCHOLAS(TIC).

# Sense-ational Food

## Science, Language Arts

Food appeals to all of our senses. When students learn to appreciate foods for their tastes, smells and beautiful appearance, they will naturally try new foods—and variety is key to a healthy diet.

### What Students Do

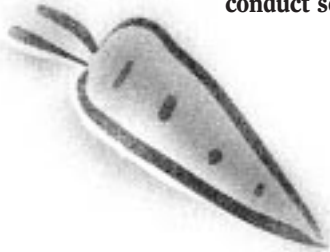
conduct sense experiments • start a New Food Anthology • study the ways foods are marketed

### Skills Developed

using descriptive language • recording data • drawing conclusions

### Materials

blindfold • samples of different foods



**B**efore you begin, ask students or food service staff to provide foods to sample in Activity 1. Ask students to use words to describe each of the foods and with which of the five senses the descriptive words could be used. (Smooth—Taste, Crunchy—Sound, etc.). Or ask students with which of the five senses the descriptive words on the border of the Sense-ational Foods poster could be used.

### Getting Started

Many candies and sodas are advertised as fruit-colored or fruit-flavored. Ask students why they think this is. What makes fruits so appealing? Why would the people who sell candies and sodas want to associate their products with fruit?

Do students ever pick foods based on how they look? How they are prepared? Initiate a class discussion on how preparation and presentation can persuade us to eat certain foods.



Have students tell stories of new foods they tried because the food looked or smelled interesting, or how a favorite food was made unappealing by being served in a new way.

**Challenge students to name five descriptive words for each of the five senses we use to evaluate foods.**

### Activity 1 Sense Science

Students do experiments to find out how senses affect attitudes toward food. Divide the class into teams of scientists. Each team will be responsible for testing two types of food. The experiments can be conducted in the school lunchroom using foods from the school lunch program.

Distribute “Food Sense” student reproducible on page 98. Volunteers are blindfolded for all the experiments except the one on sight. Remind the scientists to record the volunteers’ descriptions.

- **Touch:** Volunteers describe feel/texture of each food.
- **Taste:** They taste the foods and describe the tastes while holding their noses so they cannot smell.
- **Smell:** They describe the foods' smells, then re-taste them to see if smell affects taste.
- **Hearing:** They describe the sound of the food as they bite it, chew it, or drink it.
- **Sight:** The volunteers remove their blindfolds and describe the appearance of the food.

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**Ask:** Did volunteers guess the food before they saw it? What did you learn about senses and food? Teams write a report on their experiments and conclusions.

## Activity 2 Advertise Food

Have each team list the words used by volunteers in the sensory experiments to describe foods. They share their lists with the class. Students can decide which words from the class list make foods seem appealing and would make them want to try them. Then challenge students to make posters advertising foods, using these descriptive words.

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**Challenge** students to try new foods, for example: strawberries with yogurt, whole grain bread, broccoli, apples, and granola. Every day, ask who has tried a “new” food.

Encourage each student to use sensory words and phrases to describe the food's texture, smell, taste, and appearance to the class.

Have students write about every new food they eat. Explain that they will each choose a few favorite new foods to include in a special collection, or anthology, of interesting taste experiences. Students choose their favorite new foods, draw pictures of them, and write a descriptive sentence about each one. They should make their food choices as appealing as possible, using advertising techniques.

## Lunchroom Link

Students can ask food service staff to let them know whenever a “new food” is going to appear on the menu. Students can then make sure that the new foods will be sampled and included in the *challenge*. Students and staff could work together to advertise new foods on the menu.

Students also compose letters to lunchroom staff, telling about the interesting foods they discovered.

## Wrap It Up—Be a Choosy Shopper

Students may take along a notebook next time they visit a grocery store, and record adjectives to describe the foods they or their parents select. Encourage them to understand why they or their parents select one food instead of another.

## Home Connection

Distribute “Supermarket Sleuths” to children for their parents. Explain that the page includes ideas for detective work that will make their next trip to the supermarket a lot of fun.



Name \_\_\_\_\_



## Food Sense

You can experience food with all your senses, not just taste! Here are some words we use to describe senses. How many words can you add to the list?

**cold sharp wet sweet**  
**bitter soft stinky**  
**flowery bright crunchy**  
**popping colorful**

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Record the results of your sense tests here and see how important all your senses are:

### Food 1

Touch \_\_\_\_\_

Taste \_\_\_\_\_

Smell \_\_\_\_\_

Hearing \_\_\_\_\_

Sight \_\_\_\_\_

### Food 2

Touch \_\_\_\_\_

Taste \_\_\_\_\_

Smell \_\_\_\_\_

Hearing \_\_\_\_\_

Sight \_\_\_\_\_

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# Supermarket Sleuths

**C**hildren are more willing to try new foods when they help to select them. Therefore, a trip to the supermarket is an excellent opportunity to expand the variety of foods your child is willing to eat, as well as an opportunity to learn more about choosing foods for a healthy diet.

To make the activity ideas below even more appealing to your child, you can both play detectives who use clues from the Food Guide Pyramid to choose foods at the supermarket.

## Plan of Action

**Create a Shopping List** Before you take off on your shopping expedition, write out a shopping list together. This reinforces what your child is learning about different kinds of foods and how foods are grouped. First, write down all the “suspects” or items you will be looking for at the store. As you prepare this list, ask your child what he or she thinks the family needs. Then, challenge your child to organize the “suspects” by food group. Have him/her begin by writing all the grains (breads, cereals, rice, and pasta) you need; then listing the fruits, vegetables, dairy products (milk, cheese, yogurt, etc.), and finally all the meat, poultry, fish, eggs, dry beans, and nuts. Include a special “snacks” section on your list, where you both can list healthy snacks.

**Get Those Groups** When you get to the store, ask your child to locate foods by food groups. Turn the shopping list over to your child and suggest that they check off each item as it goes into your cart.

## Wanted! New

**Foods** Pick a food group and ask your child to choose one or two new foods from this group for the family to try. It could be a new kind of fruit, a vegetable your child hasn't tried before, a new flavor of cheese, a type of dry bean you can use for soup or salad, an interesting shaped pasta, or a different kind of bread. You can decide on these new foods at home or wait to see what you find at the store. Have your child select a new item from a different food group on your next trip to the market together.



## Connecting the Clues

While you are at the store, encourage your child to look for connections and make comparisons.

Can the same food be found in different forms in the store? For example—vegetables can be purchased fresh, in cans, frozen, or as ingredients in soup. Ask if your child can find examples of other foods in various forms.

Challenge your child to come up with a list of “clues” about his/her favorite foods. Then you can try and guess what they are.



## Recipe of the Month

The following recipe was taken from Team Nutrition's *Food, Family & Fun: A Seasonal Guide to Healthy Eating*. Turn to page 104 for ordering information.

# Fresh Fruit Kabobs with Chocolate Sauce

- 12 Strawberries
- 24 Melon balls (honey dew and cantaloupe)
- 6 ounces angel food cake cut into 1" cubes
- 6 marshmallows
- 1½ cups semi-sweet chocolate chips
- 1 Tbsp. lowfat buttermilk (or lowfat milk)
- 6 wooden skewers



1. Have kids wash strawberries, picking off stems. With a melon baller or a small spoon, have them make melon balls. If kids can handle a knife, have them cut cake into squares.
2. Have kids arrange fruit and cake on wooden skewers. The pattern is up to them. Place skewered fruit sticks on a serving plate.
3. The adult melts chocolate chips and milk together over low heat.
4. Together, pour sauce over fruit sticks turning over to cover. Let cool a moment.
5. Serve to hungry kids!

### Nutrients per serving (1 kabob)

Calories . . . . .	354	Saturated fat . . . . .	7 g	Iron . . . . .	2.1 mg
Protein . . . . .	5 g	Cholesterol . . . . .	0 mg	Calcium . . . . .	96 mg
Carbohydrate . . . . .	63 g	Vitamin A . . . . .	98 RE	Sodium . . . . .	251 mg
Total fat . . . . .	12.6 g	Vitamin C . . . . .	99 mg	Dietary Fiber . . . . .	7 g

# SCHOOL-SIZED

## Recipe of the Month

This recipe was developed for The School Lunch Challenge, the 1994 American Culinary Federation National Championship. Adjustments have been made by USDA for institutional use. Turn to page 104 for more information on this resource.



# Peach Crisp

Ingredients	50 Servings		100 Servings	
	Weight	Measure	Weight	Measure
<i>Filling</i>				
Canned sliced peaches, drained	6 lb 4 oz	3 qt 2 cups	12 lb., 8 oz	7 qt
Sugar	14 oz	2 cups	1 lb., 12 oz	1 qt
Cornstarch	2 oz	1/2 cup	4 oz	1 cup
Syrup from peaches		1 qt		2 qt
Ground allspice		2 tsp.		1 Tbsp + 1 tsp
Vanilla or Almond extract	2 oz	1/4 cup	4 oz	1/2 cup
<i>Topping</i>				
Rollled oats	9 oz	3 cups	1 lb. 2 oz	1 qt 2 cups
All-purpose flour	4 oz	3/4 cup	8 oz	1½ cups
Walnut, chopped	3 oz	3/4 cup	6 oz	1½ cups
Brown sugar	6 oz	3/4 cup	12 oz	1½ cups
Ground cinnamon		1½ Tbsp.		2 Tbsp
Ground nutmeg		1 tsp.		1 Tbsp
Vanilla		2 Tbsp.		1/4 cup
Margarine or butter, melted	6 oz	3/4 cup	12 oz	1½ cups

## Directions

1. Drain peach slices and reserve syrup. Place 3 qt 2 cups (6 lb. 4 oz) of slices in each 12"×20"×2½" steamtable pan.
2. Mix sugar with cornstarch in a saucepan. Add syrup from peaches and stir until blended. Place over medium heat. Cook until sugar dissolves and liquid is slightly thickened, about 5 minutes. Remove from heat and add allspice and vanilla.
3. Pour 1 qt 1 cup of thickened syrup over each pan of peaches.
4. Mix all dry ingredients together. Add melted margarine and mix well. Spread 1 qt 1 cup (1 lb. 11 oz) evenly over filling. Bake in a convection oven at 350°F for 10 minutes or in a conventional oven at 375°F for 15 minutes until lightly browned. Cool. Cut each pan 5×10 (50 pieces per pan).

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## Peach Crisp



**Servings:** 1 piece (98 grams) provides 1/8 cup fruit

**Yield:** 50 servings: 11 lb. 6 oz (5096 grams)  
100 servings: 22 lb. 12 oz (10,192 grams)



**Nutrients per Serving**

Calories . . . . .	195 kcal	Protein . . . . .	4 g	Carbohydrate . . . . .	31 g
Total Fat . . . . .	7.6 g	Saturated Fat . . . . .	7 g	Cholesterol . . . . .	0 mg
Vitamin A . . . . .	310 IU	Vitamin C . . . . .	2 mg	Iron . . . . .	1.4 mg
Calcium . . . . .	31 mg	Sodium . . . . .	38 mg	Dietary Fiber . . . . .	2 g



To focus attention on the importance of rice to the American diet and to salute the U.S. rice industry. Contact: USA Rice Federation, Mary Jo Chessman, PO Box 740121, Houston, TX 77274. Tel: (713) 270-6699 Fax: (713) 270-9021.

The President's Challenge Physical Fitness Awards Program gives students ages 6 to 17 an opportunity to receive presidential recognition as they strive to adopt and maintain a healthy and fit life. Program disseminated to all schools for the current year. Contact: Christine G. Spain, MA, Director of Program Planning and Special Projects, President's Council on Physical Fitness & Sports, DHHS, HHH Bldg., Room 738-H, 200 Independence Ave., SW, Washington, DC. Tel: (202) 690-5148. Fax: (202) 690-5211.